DOCUMENT RESUME

ED 079 256 SP 006 654

AUTHOR Dean, Ken
TITLE Supervision of Student Teachers: How Adequate?
PUB DATE [71]
NOTE 7p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Evaluation Criteria; Evaluation Methods; *Preservice Education; *Student Opinion; *Student Teachers; Teacher Education; *Teacher Guidance; Teacher Orientation; *Teacher Supervision

ABSTRACT

This study attempted to ascertain how adequately student teachers are supervised by college supervisors and supervising teachers. Questions to be answered were as follows: a) How do student teachers rate the adequacy of supervision given them by college supervisors and supervising teachers? and b) Are there significant differences between ratings of adequacy of supervision given student teachers by college supervisors and by supervising teachers? The data were collected from responses to rating scales administered to 222 elementary and secondary student teachers of three training institutions. Frequency distributions were made to determine the number and percent of student teacher responses to each item of the instrument. Then, mean ratings of college supervisors and supervising teachers were compared by use of the "t" test of correlated samples. (Tables of frequency distributions and mean ratings are appended.) (JA)

FILMED FROM BEST AVAILABLE COPY

398

ED 079256

SUPERVISION OF STUDENT TEACHERS: HOW ADEQUATE?

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

By

Dr. Ken Dean

SP 006 654

SUPERVISION OF STUDENT TEACHERS: HOW ADEQUATE?

Student teaching is the most important phase of teacher education. It is the culminating activity experienced by college students preparing to teach. The importance of student teaching has been stated by Frank I. Steeves:

> Apparently nearly everybody believes in and supports student teaching--even those who accept nothing else of a professional nature. Student teaching is the one professional program that both the critics and friends of education approve wholeheartedly.(3)

Quality supervision from the supervising teacher and college supervisor should provide student teachers with an opportunity to develop the proficiencies needed to teach in the elementary and secondary schools of today. According to Bowers and Scofield:

> It would seem that one criterion of the quality of the supervision would be available from the recipients of the supervision. . . . The best criterion of the effectiveness of student teacher supervision should be some measure of how well the student teacher's needs are fulfilled, and what changes take place in the student teachers' classroom effectiveness as a result of the supervision.(1)

The wealth of literature pertaining to the field of teacher training indicates that many studies have been done in this area in the past. Many of these studies pertain to administration and supervision of the student teaching program. One important aspect of the teacher training program is the quality of supervision given student teachers by their supervisors. The following study is an attempt to determine

student teacher ratings of supervision received from college supervisors and supervising teachers.

Problem

The purpose of this study was to ascertain the degree of adequacy of supervision given student teachers by college supervisors and supervising teachers. Questions to be answered were: (1) How do student teachers rate the adequacy of supervision given them by college supervisors and supervising teachers? (2) Are there significant differences between ratings of adequacy of supervision given student teachers by college supervisors and by supervising teachers?

Subjects

The data were collected from responses to rating scales administered to 222 elementary and secondary student teachers of three teacher training institutions.

Methodology

Ten areas in which student teachers indicated a need for supervisory help were selected from pertinent literature.(1) An instrument was constructed on which student teachers rated the adequacy of supervisory help given them by their supervisors in each of the ten areas. Student teachers were asked to rate, according to a numerical rating scale of 5 - outstanding, 4 - more than adequate, 3 - adequate, 2 - less than adequate, or 1 - inadequate, the adequacy of supervisory help given them by their college supervisor and supervising teacher.

Frequency distributions were made to determine the number and per cent of student teacher responses to each item on the instrument.(2) Then mean ratings of college supervisors and supervising teachers were compared by use of the "t" test of correlated samples. This test was used to determine the significance of the difference between mean ratings given college supervisors and supervising teachers with respect to adequacy of help given student teachers.

Summary of Results

According to data obtained by means of the rating scale, student teachers rated supervision given them by college supervisors as being adequate in all but two of the ten areas listed on the instrument. Student teachers rated supervision received from supervising teachers as being adequate to more than adequate in each of the ten areas.

Supervising teachers were rated highest with respect to adequacy of supervision given in the areas of subject matter content, discipline, and information about individual students, and lowest in the areas of making tests, unit planning, and use of audio-visual aids. College supervisors were rated highest in the areas of subject matter content, motivation of students, and variation in classroom procedures.

Significant differences existed between mean ratings given the two groups of supervisors with respect to adequacy of supervision given student teachers in each of the ten areas. (Table I)

Frequency distributions of elementary and secondary combined ratings of adequacy of supervision received from college supervisors and supervising teachers are given in Table II.

Conclusion

Data from this study indicate statistical differences between student teacher ratings of supervising teachers and college supervisors with respect to adequacy of help given. However, excepting two areas concerning the college supervisor, adequacy of help given by both groups of supervisors was rated above average on each area of the instrument. It would seem that the supervising teacher is in a position to provide more supervisory help, since he is in contact with the student teacher each school day. Possibly this is the reason student teachers rate adequacy of help given by the supervising teacher higher than that given by the college supervisor. Not only is the supervising teacher in a position to provide more help, but the statistical evidence also indicates that help which was given was more adequate than that of the college supervisor.

REFERENCES

(1) Bowers, Norman D., and Alice C. Scofield. "Evaluating the Supervision of Student Teachers," The Journal of Teacher Education, 10:461-7, December, 1959.

(2) Lingren, Vernon C. "Help Needed and Received by Student Teachers," Journal of Teacher Education, 10:22-27, June, 1959.

(3) Steeves, Frank L. "Crucial Issues in Student Teaching," Journal of Teacher Education, 16:307-310, September, 1965.

TABLE II

FREQUENCY DISTRIBUTIONS AND MEAN RATINGS BY ELEMENTARY AND SECONDARY STUDENT TEACHERS WITH RESPECT TO ADEQUACY OF HELP RECEIVED FROM COLLEGE SUPERVISORS AND SUPERVISING TEACHERS

Adequacy of Help Received from College Supervisor								Adequacy of Help Received from Supervising Teacher					
1	2	3	4	5	Mn	AREA (N - 222)	Mn	1	2	3	4	5	
24	23	72	55	48	3.35	Motivation of students	3.88	4	9	71	59	79	
23	32	62	56	49	3.33	Variation in classroom procedures	3.72	9	15	69	63	66	
24	31	73	44	50	3.28	Providing for individual differences	3.66	14	16	67	58	67	
50	34	71	43	24	3.79	Making tests	3.51	17	18	70	66	51	
46	32	54	48	42	3.02	Unit planning	3.55	17	17	69	63	56	
33	19	69	50	51	3.30	Discipline	4.04	14	8	33	66	101	
30	26	65	52	49	3.28	Use of audio-visual aids	3.60	18	28	48	56	72	
52	35	71	37	27	2.77	Information about individual students	4.01	6	19	43	52	102	
38	24	47	57	56	3.31	Daily lesson plans	3.91	15	12	43	60	92	
40	19	49	53	61	3.33	Subject matter content	4.13	9	7	38	62	106	

TABLE I

ELEMENTARY AND SECONDARY STUDENT TEACHER MEAN RATINGS WITH RESPECT TO ADEQUACY OF HELP RECEIVED FROM COLLEGE SUPERVISORS AND SUPERVISING TEACHERS

	Area of Help Received	Mean Rating (N - 222) College Supervisor	Mean Rating (N - 222) Supervising Teacher	T-Value	Significant
1.	Motivation of students.	3.35	3.88	5.48	Yes
2.	Variation in classroom procedures . . .	3.33	3.72	3.82	Yes
3.	Providing for individual differences. .	3.28	3.66	3.50	Yes
4.	Making tests.	2.79	3.51	7.21	Yes
5.	Unit planning	3.02	3.55	4.70	Yes
6.	Discipline.	3.30	4.04	6.73	Yes
7.	Use of audio-visual aids.	3.28	3.60	2.65	Yes
8.	Information about individual students .	2.77	4.01	11.37	Yes
9.	Daily lesson plans.	3.31	3.91	4.96	Yes
10.	Subject matter content.	3.33	4.13	6.97	Yes